DOCUMENT RESUME

ED 114 026 HE 006 960

AUTHOR	Trivett, David A.
TITLE	Jobs and College Graduates. ERIC Higher Education Research Currents.
INSTITUTION	George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Nov 75
NOTE	5p.
AVAILABLE FROM	Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40, orders under $15.00 must be prepaid)
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	Career Awareness; *Career Planning; *College Graduates; *Employment Trends; *Higher Education; Job Market; Labor Economics; Manpower Development; *Manpower Needs; Manpower Utilization; Statistical Analysis

ABSTRACT

What is the current employment status of recent college graduates? Are the jobs graduates find satisfactory to them? Why are graduates having difficulty finding jobs? What can students and colleges do to prepare for future employment? Information about the job activity of college graduates is derived from samplings of recruiting activities of companies and organizations, from reports of individual college placement offices, and from Census and Labor surveys. The significant findings and meaning of these figures are relative. There is unemployment among college graduates and there are college graduates in jobs unrelated to their field of interest because they could get no other employment. While explanations for the declining vigor of the market for college graduates range from fairly simple to complex, research indicates that the most critical element in the employment situation for college graduates in the coming years appears to be the necessity for the absorption of some college educated persons into jobs which have not been traditionally filled by persons with a college education, and that the adaptive skills of liberal arts education, not the specific skills of vocational education, is needed for this type of job market. If colleges and universities are to help students in the career development process, they must expose students to the variables involved in career choice early in their college careers, and function as a link between students and a changing world of work. (Author/KE)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED114026

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ERIC Higher Education
Research Currents
American Association for Higher Education
November 1975

JOBS AND COLLEGE GRADUATES

David A. Trivett

Television stories, articles in professional journals, and articles in publications such as *Reader's Digest*, *Business Week*, *Time* and other popular periodicals have zeroed in on the "job plight of college graduates." What is the current employment status of recent college graduates? Are the jobs graduates find satisfactory to them? Why are graduates having difficulty finding jobs? What can students and colleges do to prepare for future employment states?

THE CURRENT SITUATION

Information about the job activity of college graduates is derived from samplings of recruiting activites of companies and organizations, from reports of individual college placement offices, and from Census and Labor Bureau surveys. *The Endicott Report* (1975) has for many years reported the employment intentions of "well known companies." The most recent report, published in January 1975, describes results of a survey of 160 companies in 23 states and the District of Columbia conducted from November 1 to 25, 1974. Results indicated that about 50 percent of the companies expect their needs for 1975 male graduates (at bachelor's level) to be up; 9 percent to be the same; and 41 percent to be down. Fifty-six percent of the respondents expected needs for women graduates to be up; 21 percent the same; and 23 percent down (pp. 1-2). In fall 1974, a time of economic uncertainty, 29 percent of the companies planned to contact more colleges to recruit; 40 percent the same number; and 31 percent fewer. Based on this survey of 160 companies, *the Endicott Report* summarizes interests in recruiting activity by indicating that "in greatest demand are men in engineering, accounting, business administration, and sales and women in accounting, general business data processing, and engineering" (p. 11).

The College Placement Council (CPC) systematically analyzed the reported offers a variety of organizations made to graduates of 156 colleges in the U.S. (College Placement Council 1975a, p. 1). Their final report for the 1975 recruiting season (issued July 1975) indicated that a difficult time for college graduates had become worse, with the "recruiting volume" down at all degree levels (compared to the previous year), and hitting all reported categories of employment almost equally. Although both CPC and Endicott data are used by economic analysts tracing the ups-and-downs of demand for college graduates, the survey data have limitations that are forthrightly acknowledged by the compilers. Value of the data to a specific college senior planning his career search is probably minimal.

A much broader perspective can be gained by looking at a slightly older study of the civilian, noninstitutional U.S. population completing requirements for baccalaureate, first professional, or advanced degrees in the year ending June 1972, a population of 873,000 (Young 1974). Based on the sampling of this group of graduates, 9.3 percent of those participating in the labor force —those seeking employment or actually employed—were unemployed in October 1972, compared to the then total civilian labor force unemployment rate of 5.1 percent (p. 33). For bachelor's degree recipients, 91 percent of whom were labor force participants, 11.7 percent were unemployed. (This compares with a labor force participation rate of 97.5 percent for master's recipients or a 2.6 percent unemployment rate (p. 34).) Certain subject categories were hardest hit. Thus, 93 percent of social science degree recipients were labor force participants and 16 percent were unemployed; 88.3 percent of humanities recipients were participating and 15.4 percent unemployed (p. 34).

This same study provides some indication of the "satisfaction" that 1972 degree recipients found. Thus, among all employed degree recipients, 68.7 percent reported they found their work to be "directly related" to their field of study. For bachelor's recipients this was 61.2 percent, and for all others, a higher 86.4 percent. Whereas advanced and first professional degree recipients in large measure (72 percent) believed they used much of their training, only 44 percent of the bachelor's recipients did. Among the approximately 40 percent of bachelor's who did not consider their work to be directly related to their field of study, close to half reported that the reason they held a job in that category was that it was the only job they could find. (About 20 percent more women than men reported this, which is attributed to their frustrated desire to be teachers (pp. 35-36).)

The long-term view these recent degree recipients have toward their positions is suggested in their appraisal of the "career potential" of their current employment. Here, about 70 percent of all graduates classify their job as having definite or possible career potential. For baccalaureate degree holders, 66.7 percent make the same judgment. However, among those who reported a direct relationship between field of study and job (all levels) about 85 percent saw career potential in their job (p. 38). Quite a high proportion (45 percent) of baccalaureate graduates were earning

Research Currents is prepared by the ERIC Clearinghouse on Higher Education, The George Washington University, Washington, D.C. The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Association for Higher Education for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either AAHE or the National Institute of Education.

Copies of Research Currents may be ordered for 40¢ each from the Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036. Payment must accompany all orders under $15.

David A. Trivett is a research associate at the ERIC Clearinghouse on Higher Education.

less than they expected, but a few (11 percent) were earning more and many (44 percent) earning about what they expected (p. 40).

Additional studies are reported by Young (1975) of the October 1973 to October 1974 employment status of out-of-school youth ages 16 to 24. Generally, "unemployment increased substantially among all youth in the labor force except college graduates in the year ending October 1974" (p. 33). There are roughly 34 million 16 to 24 year olds in the noninstitutional population of the U.S., about 64 percent of whom are labor force participants. Of these, 9.2 percent were unemployed in 1973 and 11.5 percent in 1974. However, for college graduates, the comparable figures are 4.8 percent (1973) and 5.0 percent (1974) (p. 34).

THE CHANGING "MARKET"

Although the significance and meaning of these figures is relative, there is unemployment among college graduates and there are college graduates in jobs unrelated to their field of interest because they could get no other employment. What has caused the change in the job market for college graduates?

Explanations for the declining vigor of the market for college graduates range from fairly simple to very complex. On one hand, as the College Placement Council observes (1975b, p. 3), the root of the current dilemma is supply versus demand: "Each year the number of college graduates increases, but the number of jobs requiring college training is not increasing proportionately."

Historically, there has been an association between the growth of the economy and the expansion of higher education in the U.S. Since 1900 the professional and managerial occupation groups that might utilize college educated workers have increased in proportion to all workers. Despite large increases in enrollment after World War II, the demand for college graduates kept pace until 1969, so that college graduates generally had little difficulty finding the jobs they sought (Gordon 1974, pp. 27-29). Gordon identifies the 1950's as the time when the rise in employment of college graduates for professional-technical occupations hit its peak. From 1959 to 1968 the proportion of college graduates employed in these occupational categories increased only slightly and in 1969 a decline began (pp. 32-36). A perspective on the current situation may be had if one sees the increase in demand for male college graduates in the 1950's and 1960's as an "unusual" phenomena, that can be attributed to large increases in the portion of the G.N.P. going into research and development and to a rising demand for elementary and secondary teachers (p. 40). Both of these influences will probably not occur again.

Another perspective may be gained from Freeman (1975) who finds that there was a substantial drop in the real and relative starting salary of college graduates beginning in the early 1970's after years of increases. This represents, in his view, a price system response to a surplus of college manpower. According to Freeman, a marked slowdown occurred in the growth of professional and managerial jobs from 1969 to 1974 that coincided with an expansion in the number of college graduates. The result was a worsening in occupational structure for college graduates, such as having to take lower level jobs, or jobs outside their area of interest (p. 294). Since these developments in conjunction with higher costs of college resulted in less return on an investment in college, Freeman argues that a market mechanism occurred that explains the declining proportion of 18- and 19-year-olds enrolling in college (p. 298). The relative position of college graduates was maintained for twenty years by a change in industrial job mix and a relatively small increase in the supply of college graduates, due to the expansion in enrollment in postgraduate education. As the 1970's began, the demand declined and the supply peaked (p. 305).

Freeman and Hollomon (1975) argue that "the market turnaround" is a far reaching phenomenon, a signal of the deteriorating economic status of college graduates. They believe this will be a long-term phenomenon caused by a long-term change in the supply-demand balance. The result: "Barring unforseen increases in demand for college graduates, their relative economic status is expected to deteriorate moderately or remain at the present depressed level until the end of the decade . . ." (p. 28). Their theory attributes acute market sensitivity to young people. For this reason, the market may expand temporarily in the late 1970's to early 1980's because many students will have chosen not to attend college in view of the declining rate of return, thereby decreasing, temporarily, the supply of college graduates (p. 28).

FUTURE TRENDS

What predictions can be made regarding future job prospects for college graduates? Some caveats are in order before reasonable predictions can be made. Bowen (1973) argues that it is a misconception to perceive the economy as requiring a fixed supply of occupational skills. Rather, the economy itself responds flexibly to mixes of available skills. It is also fallacious to assume that the economy and its skill requirement can be predicted for long periods of time in advance (pp. 5-6). Folger (1972) observes that we have a "bad record" in predicting shortages or surpluses of educated personnel, perhaps because we have ignored long-term trends and because we have depended too heavily on linear projections based on past relationships, ignoring the effect policy changes might have. We have also assumed too close a relationship between training field and occupation (pp. 203-204).

Bearing in mind these caveats, Bureau of Labor Statistics projections are useful in *guessing* at the future market for college graduates. Continued growth is expected in white-collar occupations, with fastest growth (compared to other fields, but slower than from 1960-1972) in professional and technical fields. Managerial and administrative fields will also see growth in this period (p. 11). Nearly one-fourth of the job openings are expected to require persons with four or more years of college (p. 26). But, will college graduates receiving the expected number of degrees (twice as many from 1972 to 1985 as from 1959 to 1972, or 20.1 million degrees) (p. 25) find a sufficient number of jobs? *Based on past patterns*, the answer is no. A grand total of 15.3 million new entrees with college degrees are expected in the labor force, 1972-1985, comprised of 11.2 million entering with new bachelor's, 1.2 million new master's, 20,000 new doctorates, 750,000 first professional, and 2.1 million returnees (p. 25). However, "an analysis of growth, replacement, and rising entry requirements indicates that 14.5 million new college graduates will be needed between 1972 and 1985; 7.7 million to take care of occupational growth and rising entry requirements, and 6.8 million for replacements. . . thus, the available supply, 15.3 million, will be about 800,000 above projected job requirements. This prospective situation will affect workers across the entire occupational spectrum" (p. 26). Between 1972 and 1980 the gap is expected to be 12,500 per year; and between 1980 and 1985 it will be 140,000 per year. One expected outcome of this surplus is "upgrading," whereby the available supply of graduates will be

hired (as the best available candidates) into positions that did not previously require a college degree (p. 27). College graduates are expected to continue to have a competitive advantage, taking jobs previously held by those without degrees and not experiencing "significant levels of unemployment. Problems for college graduate will more likely be employment below the level of skill for which they were trained, resulting in job dissatisfaction and high occupational mobility rather than unemployment" (p. 27). Noncollege graduates will be forced into even greater competition for jobs they were once eligible for.

In the 1950's and 1960's, openings for elementary and secondary teachers apparently absorbed many college graduates. The B.L.S. reports that *if* past patterns were followed, there would be 1.6 million more teachers than required, or 4.4 million for a projected need of 2.8 million (pp. 42-43). In college teaching, one half the anticipated Ph.D. production alone will supply more than the expected college and university teaching needs (p. 43).

The particular harm wrought by the potential surplus of teachers has been analyzed by Gordon (1974) who points out that since the number of elementary and secondary teachers (as a proportion of bachelor's recipients) is so high, the poor market for them will have a serious effect on the overall market for bachelor's recipients. Furthermore, since a high proportion of women have traditionally gone into teaching, they will need special counseling on what they face (p. 64).

Gordon would seem to concur with the national job picture projected by the B.L.S., although she expects that numerous adjustments can be made to accommodate the market (p. 77). Because of fundamental imbalances perceived by Freeman (1975), he concludes that imbalance and adjustment problems will continue at least for the rest of the decade. The total supply of college graduates will continue to exceed the demand, creating a quality-of-employment problem for college graduates (p. 310). Carrying the declining return of investment in college to one end, Freeman and Hollomon conjure up the picture of a society where education is no longer a means of social mobility. In fact, for the first time "considerable downward generational mobility" will occur as young people acquire less schooling than their parents (p. 31).

Turning from the future national picture momentarily, Engels and Galambos (1975) provide projections of demand for college graduates in the south in 1980. Here the concept of occupational upgrading has been accommodated in the projections through the use of "conventional" projections and "comprehensive" projections. The conventional projections assume that a future college-level job is one in which more than 15 percent of the workers had completed at least four years of college in 1970. This would exclude, for example, policemen. The comprehensive projection assumes that all occupations might reasonably be filled by college graduates (p. 2). Marked differences result in the market for college graduates if the comprehensive projection is used. Thus, in 1980, with the conventional projection, a 7 to 9 percent surplus of graduates to positions is expected (p. 4). However, by using the comprehensive projection (that is, by assuming that graduates will take the best job available, as they historically have done) a 13 percent *deficit* in supply of college-educated manpower can be projected.

The most critical element in the employment situation for college graduates in the coming years "will be the necessity for the absorption of some college educated persons into jobs which have not been traditionally filled by persons with a college education. . ." (Carnegie Commission 1973, p. 4). Will these be college graduates in "educationally upgraded positions" or "occupationally downgraded" college graduates?

O'Toole (1975) argues that growing numbers of workers are working at less than their full productive capacity in jobs that can be filled by those with far lower educational attainment. He attributes the problem to the use of schooling to promote social equality, a situation where young workers, having pursued an education, expect better, more meaningful jobs in return (I, p. 28), but are up against limits on the number of "good" jobs. Employers have responded to the quantities of qualified workers by raising the credentials required (I, p. 29). However, well-educated workers performing in jobs that do not offer them challenge or opportunity to grow are disaffected workers (I, p. 31). Rejecting such solutions to the problem of underemployment as vocational education, O'Toole argues that the skills employers seek are "the adaptive skills of liberal education, not the specific skills of vocational education" (II, p. 30).

A LIBERAL EDUCATION?

Although many agree with O'Toole's contention that the liberal arts skills are the most valuable to be taught to students facing the coming job market, "general education" and "liberal arts" are usually losers when the debate turns to the relationship of education and jobs (Wharton 1974, p. 571). The "bad press" liberal arts receive because of difficulties students encounter finding jobs is harmful because potential students and budget watchers are misled into making decisions on the basis of inadequate facts. Walsh (1975) suggests that most of the placement surveys occur too soon after graduation. For this reason he recently studied 735 1972 liberal arts graduates of Southern Illinois University. With a response of well over 60 percent, he found an unemployment rate that was half the reported national rate (p. 49). Over 70 percent of the graduates had jobs they thought had possible or definite career potential and over half were making more than $10,000. By his definition, he found only 9.2 percent to be underemployed (p. 50). Walsh concludes "by all indications, then, liberal arts graduates responding to this survey were satisfactorily employed" (p. 50).

Based on a longitudinal study of the career development of a sample of 1961 and 1966 freshmen who had received a college degree by 1971, Bisconti (1975) provides data to support the position that a liberal arts degree may be good preparation for a changing career world. For one thing "by 1971, barely more than half the graduates were employed in the occupation they planned to enter in 1965" (p. 6). Second, of those graduates who were in business administration, the majority did not major in business but in a liberal arts discipline. Bisconti reports "the findings help to dispel any misconception that liberal arts graduates are not qualified to pursue careers in business administration" (p. 16).

WHAT STUDENTS AND COLLEGES CAN DO

It's fine that liberal arts graduates have long-term flexibility, but what can they do to find jobs? The College Plancement Council (1975b) recommends steps for students, colleges, and employers. Faculty members must become involved in the problem. Since students may overreact, and enroll in business courses helter-skelter, for example, the Council recommends that all students seek early counseling to plan more options and develop a career-seeking strategy. Students also may wish to try the various

forms of experiential education that put them in the world of work, such as internships. Colleges can help large numbers of students by sponsoring career planning courses that have as their goal "the exposure of students to the variables involved in career choice, such as self-analysis, career information, decision making, selection of career areas and establishment of short- and long-range goals" (p. 11). Although specific courses *may* give students more options, the emphasis for students should be early involvement in career planning (p. 17).

If colleges and universities are to help students in the career development process, the traditional placement office will also have to change (Simpson and Harwood 1973, p. 225). For "placement" to function as a link between students and a changing world of work, it must focus on the self-development and growth of the students themselves (p. 226). Major objectives would be assisting students to evaluate themselves to determine their objectives as well as planning a systematic career search. "Career development," a successor to "placement," may then be understood as an *educational* operation rather than a "listing and matching" office. Bolles (1974; also 1972) argues that career development counselors must see themselves as advocates of the job-hunters (students) (p. 24), rejecting the notion that the jobs or the "job market" is itself the given to which the student must match himself (p. 25). Once this change in role and perspective is accepted, career development workers must then recover an instructional task so that students will be "empowered" with skills and approaches to be effective, independent job-hunters and job-changers for the remainder of their working lives.

BIBLIOGRAPHY

Bisconti, Ann Stouffer. *College Graduates and Their Employers–A National Study of Career Plans and Their Outcomes*. Report No. 4. Bethlehem, Pa.: The College Placement Council, 1975.

Bolles, Richard Nelson. *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers*. Revised. Berkeley, CA.: Ten Speed Press, 1972.

_____. "Four Marks for Effective Counseling in the '70's." *Journal of College Placement* 34 (Summer 1974): 22-29, 32-33.

Bowen, Howard R. "Manpower Management and Higher Education." *Educational Record* 54 (Winter 1973): 5-14.

Carnegie Commission on Higher Education. *College Graduates and Jobs. Adjusting to a New Labor Market Situation*. New York: McGraw-Hill Book Co., April 1973.

College Placement Council. "CPC Salary Survey. A Study of 1974-75 Beginning Offers." Final Report. Bethlehem, Pa.: The College Placement Council, July 1975.

College Placement Council. *Four-Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government–The Problem and Some Solutions*. Bethlehem, Pa.: The College Placement Council, January 1975.

Endicott, Frank S. *The Endicott Report. Trends in Employment of College and University Graduates in Business and Industry. Twenty-Ninth Annual Report. A Survey of 160 Well-Known Business and Industrial Concerns*. Evanston, Ill.: Northwestern University. ED 104 181. MF-$0.76; HC-Not Available from EDRS. Plus Postage.

Engels, Richard A. and Galambos, Eva C. *Supply and Demand for College Graduates in the South, 1980*. Atlanta: Southern Regional Education Board, 1975. HE 006 875. MF-$0.76; HC-$1.95. Plus Postage. (RIE Jan. 1976.)

Fink, Jerome S. "College Degree = Good Job (Maybe)." *NASPA Journal* 2 (July 1973): 61-65.

Folger, John K. "The Job Market for College Graduates." *Journal of Higher Education* 48 (March 1972): 203-222.

Freeman, Richard. "Overinvestment in College Training?" *Journal of Human Resources* 10 (Summer 1975): 287-311.

_____, and Hollomon, J. Herbert. "The Declining Value of College Going." *Change* 7 (September 1975): 24-31, 62.

Gordon, Margaret S., ed. *Higher Education and the Labor Market*. New York: McGraw-Hill Book Company, 1974.

_____. "The Changing Labor Market for College Graduates." In *Higher Education and the Labor Market*, edited by Margaret S. Gordon. New York: McGraw-Hill Book Company, 1974.

O'Toole, James. "The Reserve Army of the Underemployed." *Change* 7 (I-May 1975): 26-33, 63; (II-June 1975) 26-33, 60-63.

Simpson, Lawrence A. and Harwood, Richard K. "Placement: From Employment Bureau to Career Development Center." *NASPA Journal* 10 (Jan. 1973): 225-230.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Manpower and Training Needs*. Bulletin 1824. Washington, D.C.: U.S. Government Printing Office, 1974a.

_____. *Occupational Outlook for College Graduates 1974-75 Edition*. Bulletin 1786. Washington, D.C.: U.S. Government Printing Office, 1974b.

Walsh, Michael. "All Is Not Bleak for Liberal Arts Grads." *Change* 7 (September 1975): 49-50.

Wharton, Clifton R. "Education and the Job Market." *Science* 185 (August 16, 1974): 571.

Young, Anne M. *Employment of Recent College Graduates, October 1972*. Special Labor Force Report No. 169. Washington, D.C., Bureau of Labor Statistics, October 1974. ED 100 252. MF-$0.76; HC-$1.95. Plus Postage.

_____. "Students, Graduates, and Dropouts In The Labor Market, October 1974." *Monthly Labor Review* 98 (August 1975): 33-36.

Additional References

Alden, John D. "Opportunities For Engineering Graduates, 1974-1984." *Engineering Education* 64 (April 1974): 493-497.

Greenberg, Robert M. and Tully, Richard B. "Review of Literature Related to a College-Level Manpower Study for the State of Indiana." Indiana College-Level Manpower Study. Report Number One. Indianapolis, Indiana: Indiana Commission for Higher Education. ED 105 802. MF-$0.76; HC-$4.43. Plus Postage.

Holmstrom, Engin Inel, ed. *The Labor Market for College Graduates*. Report of Seminar Sponsored by Policy Analysis Service of the American Council on Education. Vol. 1, No. 4. Washington, D.C.: American Council on Education, June 1975. HE 006 800 (*RIE* Jan. 1976). MF-$0.76; HC-$1.58. Plus Postage.

Lechowicz, Joseph S. *Manpower Requirements Report to 1980: Jobs For University of Georgia Graduates in Georgia and the Nation*. Athens, Ga.: University of Georgia, January 1973. ED 076 125. MF-$0.76; HC-$4.43. Plus Postage.

Nollen, Stanley D. *The Supply and Demand for College Educated Labor*. Ph.D. Dissertation. University of Chicago, December 1974. ED 100 279. MF-$0.76; HC-$10.78. Plus Postage.

O'Toole, John F. *California Supply and Demand for College Educated Manpower in Selected Occupations*. Sacramento: California State Coordinating Council for Higher Education, June 1972. ED 071 644. MF-$0.76; HC-$9.51. Plus Postage.

U.S. Department of Commerce. Bureau of the Census. *College Plans of High School Seniors: October 1974. Plans of High School Seniors for College and Vocational School. Current Population Reports Population Characteristics*. Series P.-20, No. 284. Washington, D.C.: U.S. Government Printing Office, September 1975.

Watts, A.G. "Higher Education and Employment." *Universities Quarterly* 29 (Winter 1974): 96-103.

To order documents in the bibliography identified by an ED number, write to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210. Documents with HE numbers are presently being processed by EDRS and will be assigned ED numbers upon publication in *Research in Education* (RIE). In ordering, ED numbers must be specified. MF indicates microfiche and HC denotes hard copy; payment must accompany orders of less than $10.00; and all orders must be in writing.